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ABSTRACT

The materials in this teaching guide represent the second quarter of a community college program designed to teach paraprofessionals how to tutor in an adult literacy program. Techniques for teaching reading and English as a second language are included. The first section of this workshop includes information for tutors on the principles of English intonation, differences in pronunciation in English and Spanish, development of instructional dialogs, and suggestions for practice with instructional dialogs. The second section provides instruction in reading teaching skills with an emphasis on using the language experience approach as a basis for instruction, incorporating word recognition skills and adult oriented sight words into the lessons. The third section of the guide explains how to use an adaptation of Fry's Readability Graph to determine approximate reading levels of comprehension materials. (MKM)

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# COURSE OUTLINE

## WORKSHOP II: PARAPROFESSIONAL TRAINING

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## PRINCIPLES OF INTONATION

1. The first principle requires that all completed statements, including commands, end with a downward glide of the voice on the last accented syllable. This type of intonation is known as rising-falling intonation. It is used for all statements and commands. The fall of the voice at the end of a sentence indicates to the listener that the speaker has terminated and no answer or further comment is necessary.

2. The second principle is that all statements indicating incompleteness, doubt or hesitation end with an upward glide of the voice on the last accented syllable. In this category are included all questions which may be answered yes or no. This type of intonation is known as rising intonation. Questions beginning with interrogative words such as When, Where, Why, since these words in themselves indicate that the statement is a question, generally follow the first principle.

INTONATION:

Pitch or melody pattern of any group of words.

PITCH:

The position of a note on the musical scale, pitch is determined by the frequency of vibration at which air waves strike the ear drum.

EXAMPLES:

RISING-FALLING INTONATION

The boy is lazy.

What time will you call me?

RISING INTONATION

Will you return later?

Does he plan to take it with him?

## PRINCIPLES IN TEACHING CORRECT PRONUNCIATION

1. Adults cannot read or say sound that they cannot hear.

2. The sound system of Spanish interfers with the acqussition of English in precise ways.

3. The task of the teacher: to know the points of interference and to install English sounds as needed.

4. Interference causes problems of clear communication.

5. Attention should be directed toward word endings; ten ways to end in Spanish, forty ways to end in English.

6. The teacher should learn to hear what the person is saying--not supply the missing parts.

7. Usually the volume of air flow must be increased . . . . b/v.

8. Work to install English, not to replace Spanish.

9. There are some sounds nonexistant in Spanish that do exist in English.

10. Not all speakers have problems with points of interference.

## VOWEL SOUNDS

| ENGLISH (11 vowel sounds) | SPANISH (5 vowel sounds) |
|---|---|
| beet | beet |
| bit | bet |
| bait | bought |
| bet | boat |
| bat | boot |
| bits | |
| bought | |
| boat | |
| boot | |
| book | |
| but | |

NOTE: Concerning intonation and pronunciation:
Spanish-speakers do not speak faster than English-speakers. In fact, Spanish is spoken more slowly. Spanish-speakers pronounce every syllable in every word, thus taking more time to say each word.

## PROBLEM SOUNDS FOR SPANISH-SPEAKING ADULTS

a — Since "a" in Spanish normally sounds like the English "a" in father, the Spanish speaker tends to give this sound to all "a's" in English. Hence he fails to distinguish between fate and fat.

e — The letter "e" in Spanish has the sound of the English "e" in mate, or of "e" in met. The Spanish speaker will, therefore, pronounce the English mere as mare.

i — The "i" in Spanish has the sound of "e" in be. Hence the Spanish speaker often pronounces the English bin as Bean.

u — The Spanish speaker tends to use the long "u" sound for the short "u" sound.

y, i — The initial written "y" in Spanish is sometimes pronounced as "i", so there is a tendency to confuse the two sounds.

g, j — Since in Spanish the written "g" before "e" or "i" and all written "j's" sound like a strongly aspirated English "h", the Spanish speaker tends to pronounce Gerry as Harry and jarred as hard.

h — Since a strongly aspirated version of the English "h" sound is used for the written "g" and "j", the Spanish speaker does not associate this sound with the written "h". In Spanish the written "h" is silent, hence the Spanish speaker will tend to pronounce harm as arm.

v, b — In Spanish, our "v" sound does not exist. Therefore, the Spanish speaker's "b's" and "v's" in English all tend to sound like the English "b". His vain and bane sound alike, as do the "v" in dove and the "b" in dub.

f, v — Since there is no "v" sound in Spanish, the Spanish speaker may often confuse "v" with his own sound for "f", saying fine instead of vine.

d, th — Since the Spanish "d" is usually pronounced "th" as in English though, the English dough will often be pronounced the same as though.

t, th — The "th" sound occurs in Spanish only as a value of the written "d". Since he fails to relate the sound to the written "th", the Spanish speaker may tend to overlook the "h" altogether, pronouncing then as ten. Even when he masters "th", since his own language has only the voiced form, he may pronounce thin with "th" of then.

r — The English value for "r" does not exist in Spanish, as the trilled value is the only one found in his own language.

s, z — The Spanish speaker almost invariably confuses these two sounds in English. Our sibliant "s" sound is ascribed to both written "s" and "z" in Latin American Spanish, unless the symbol is followed immediately by a voiced consonant, in which case a sound close to the English "z" is heard. Hence zone will be pronounced as sewn, and the "s" in rose as the "s" sound in cross. He may also ascribe the "z" sound to initial "s" of slip, slap, and slaw since the following consonant is voiced l.

sh, ch — There is no "sh" sound in Spanish, so the Spanish speaker often describes our "ch" sound to "sh" and tends to pronounce both child and shield with the "ch" sound of the former.

I. Review (English as a Second Language)*

A. Dialog

OBJECTIVES:

1. Students should be able to name two kinds of dialog and explain how to use each type.

2. Students should be able to define dialog and to give reasons why dialog is valuable as a teaching tool.

3. Students should be able to name four basic principles in writing dialogs.

4. Students should be able to define "English Pattern" and give examples of "structural consistency".

5. Students should be able to demonstrate how to teach using a dialog.

ACTIVITIES:

In small groups of 2 or 3 persons, write and teach a dialog for classroom presentation.
Role play the dialog situation that most benefits the student.
Write some exercises that could be used to follow up a dialog.

MATERIALS:

Hand Outs: Teaching with Dialog
Student Steps in Teaching Dialog

Reference Materials: Teaching English as a Second Language
Betty Frey

*See "Structure Drills" in Course Outline I.

B. Pronunciation

OBJECTIVES:

1. Students should be able to define: phonetics
   stress
   pitch
   minimal pair
   rhythm
   pitch

2. Students should be able to name at least two principles of intonation.

3. Students should be able to construct at least two exercises to correct a particular pronunciation problem.

4. Students should be able to give four examples of pronunciation problems for Spanish Speakers in particular.

5. Students should be able to define and give examples of minimal pairs that cause pronunciation problems.

6. Students should be able to name the vowel sounds in English and in Spanish.

ACTIVITIES:

Write an exercise that will help a student who is having a problem with the English sound "th".
Give some examples of pronunciation problems that you may have had.

MATERIALS:

Hand Outs: Problem Sounds for Spanish Speakers
Pronunciation Problems
Intonation Principles

Reference: Pronunciation Exercises in English, Clarey and Dixson

Pronunciation Contrasts in English, Nilsen and Nisen

# TEACHING WITH DIALOG

FOR THE TUTOR:

In order to properly use dialogs to teach English to beginning students, tutors should first know: 1) What is a dialog? 2) Why use dialog? and 3) How to write dialogs.

1. What is a Dialog?

The dialog is a conversation between two prople or more. The language represented is that of everyday speech used by average people in a natural situation.

2. Why use Dialog?

The basic structures contained in the dialog serve as models of authentic language patterns. When students are guided in the imitation, repetition and variation of these patterns to the point of overlearning, speech habits are set. The ability of the students to manipulate language structures to make automatic responses will result in oral fluency.

3. How to Write Your Own Dialog.

A. The situation of the dialog should be geared to the age and interest of the student.
B. Dialogs should be no longer than 5-6 lines for the beginning ESL student.
C. Dialogs should contain common English patterns used by adults in everyday situations.
D. Dialogs should contain vocabulary words students are familiar with such as nouns previously studied.

An Example:

English pattern: to be (are you, I am)
Situation: two people talking about marriage
Length: two lines

Dialog:
Mrs. Garcia: Are you married, Bacilia?
Bacilia: Yes, I am married.

The dialogs used in this packet are written for students who want to practice using vocabulary they have learned in packet #1. In order to integrate names of nouns learned, students will be speaking in complete sentences. Tutors may want to write other dialogs to reinforce learning or to deal with individual problems of their students.

## STEPS IN TEACHING DIALOG

Tutors should direct students in completion of the following tasks for each dialog in this packet:

LISTEN: while tutor reads the dialog in Spanish then in English, indicating that there are two people having a conversation.

ANSWER: these comprehension questions about the dialog:

1. Quien esta hablando?
   Who is speaking?
2. Donde estan las personas que hablan?
   Where are the people who are speaking?
3. De que hablan?
   About what are they speaking?

REPEAT: each line of the dialog after the tutor
(tutor: see "backward build-up drill" sheet, next page)
until student is comfortable with pronunciation and vocabulary.

SAY: one person's lines in the dialog while the tutor says the opposite then switch parts and

SAY: the opposite person's lines.

FOR READERS:

READ: the dialog in Spanish, then in English, but try not to use it for oral practice.

II. Reading

A. Language Experience*

Objective:

Students will be able to:

1. Describe the philosophy upon which the Language-Experience Approach to reading is based.

2. Correctly transcribe a language experience narrative.

3. Select appropriate elements from the narrative for purposes of instruction in specific word attack skills.

4. Describe how the selected elements would be taught.

Procedure(s):

A combination of lecture, discussion, illustration, modeling, and audiovisual aids constituted the information-conveying and subsequent practice sessions.

Student Participation:

Students:

1. Took notes from the lecture and discussion;
2. Transcribed a language-experience narrative on the chalkboard;
3. Transcribed a language-experience narrative on paper;
4. Participated in peer evlaution;
5. Participated in a dramatization of a home lesson in language experience;
6. Identified appropriate decoding skills derivable from the narrative dramatized;
7. Suggested procedures for teaching decoding skills.

*Also see "Language Experience"in Course Outline I

## USING THE EXPERIENCE STORY WITH INDIVIDUALS, NON-READERS

### CHECK LIST

1. Did you seat the student comfortably?

2. Did the student sit on the same side of the table to your left (or right, if you're left handed)? (Student must be able to see what you are writing.)

3. Did you talk to him about his most recent experience or things of interest and concern to him? (Establish rapport)

4. Did you ask him to speak in his usual manner?

5. Did you print what he said? Exactly as he said it? (Do not edit content or grammar. Such editing comes much later after the student has gained confidence, and he has had some success in reading.)

6. Did you have him repeat it as many times as there are words in the sentence? (Each time you print a word, the student repeats his entire sentence while he watches you write.)

7. Did you have him read the sentence the way he talks after you finished printing it?

8. Did you select words at <u>random</u> and ask him to say them?

9. If he missed a word, did you have him say the entire sentence until he could identify the word?

10. Did you have him read the sentence orally after he had pronounced the words?

11. Did you ask him to go on to the next sentence and then did you repeat no.'s 4 through 10 above? (In the beginning, stories will be short - probably only one, two, or three sentences long.)

12. Did you ask him to give the story a title?

13. Did you print the story on the top half of a sheet of unlined paper?

14. Did you have the student print the story on the bottom half of the same sheet of paper?

15. Did you have the student read the story after he copied it?

16. Did you have the student make an illustration or carry it home to find an illustration to place on the type of paper?

17. Did you suggest that the student might want to take the story home to bring back the next day?

18. Did you tell the student he would write other stories when he finishes this one and reads it the way he talks?

19. Did you tell the student his story and the reading of his story were great?

B. Word Attack Skills (Decoding)

Objective:

Students will be able to name each reading word attack skill and describe how each skill is used to help a person decode a strange printed word.

Procedure(s):

The word attack skills below were introduced and explained by the instructor:

1. Picture clues
2. Sight words
3. Context
4. Phonics
5. Structural Analysis
6. Dictionary

Suggestions for teaching the various skills were presented. Alternative approaches, illustrating the desirability of combining skills and altering the sequence of skills were presented. The utility of selected phonic generalizations was discussed.

Student Participation:

Students participated in the mastering of the preceding concepts by responding to questions, posing questions, providing solutions to hypothetical situations, and by taking notes.

A CHECKLIST OF WORD RECOGNITION SKILLS:

1. Can the students recognize words by means of phonic analysis?

   a. Do they know the consonants?
   b. Can they discriminate visually among the consonant forms?
   c. Do they recognize the initial sounds of consonants?
   d. Do they recognize ending sounds of consonants?
   e. Can they hear and discriminate between consonants within words?
   f. Do they hear and discriminate consonant blends?
   g. Do they know the vowels?
   h. Do they know the vowel sounds?
   i. Do they know the dipthongs?
   j. Can they hear rhyming words and elements of rhyming phrases?

2. Can the students recognize words by means of structural analysis?

   a. Can they hear changes in inflectional endings?
   b. Do they know the visual forms of these endings...s, ed, ing, er, est...
   c. Can they recognize and understand meanings of units within words? (Prefixes, suffixes, root words)
   d. Can they hear the number of syllables within words?
   e. Do they know that words are divided into syllables?
   f. Are they aware of the rules governing dividing words containing double consonants, single consonants, and consonants plus le?
   g. Can they recognize compound words made up of smaller words?
   h. Do they know the common contractions?

3. Do the students know the meanings of the words that they can recognize or decode from the application of the skills mentioned?

   a. Can they infer meanings from context?
   b. Can they use pictures to gain meaning?
   c. Can they find other words that mean the same?
   d. Do they recognize words which sound the same but which have different meanings?
   e. Can they use the dictionary?
   f. Are the common connective words known to them? (Prepositions)

A CHECKLIST OF READING COMPREHENSION SKILLS:

1. Do the students know the meanings of words in spoken context?

   a. Do they know that words may have more than one meaning?
   b. Do they know that words change their function? (a, that)

2. Do the students know the meanings of words in written context?

   a. Do they know the meanings of words in groups?
   b. Can they find meaning in a sentence?
   c. Do they speak and read in sentences?

3. Can they find the main idea in a given paragraph?

   a. Can they find the topic sentence?
   b. Can they find idea sentences that back up the topic sentence?

4. Can they find factual information in what they read?

5. Can they gain figurative and idiomatic meaning in what they read?

READING VOCABULARY

Vowels

Consonants

Dipthong

Syllable

Interogative words

Pre-fix

Su-fix

Prepositions

Conjunction

Contraction

READING THEORIES AND APPROACHES

1. Learning to read depends upon habit formation.

2. Habits are strengthened through reward and reinforcement.

3. Practice must be provided for habits to form.

4. Skills develop in an orderly manner from the simple to complex.

5. Motivation is important in learning to read.

6. Meaningful tasks are learned easier than non-meaningful tasks.

7. Knowledge of progress is an aid to learning.

8. Successful experiences are strengths needed to accept failure.

## LANGUAGE EXPERIENCE APPROACH

The language experience approach to teaching of beginning readers is based upon the belief that learning must be rooted in the experience of the learner in order for it to be effective. The terms language and experience are used to describe this method; they refer to the language and the experience of the student not the teacher.

OBJECTIVES:

1. Students should be able to name 3 work attack skills.

2. Students should be able to give some examples of word and letter cards that would help reading students decode.

3. Students should be able to define the following reading vocabulary:

   dipthong
   vowels
   consonants
   pre fix
   su fix
   syllable
   compound words
   connective words
   blends

4. Students should be able to give at least 3 expamples of how to use the letter cards for teaching reading.

ACTIVITIES:

Make a set of reading cards for your use with your particular student.

MATERIALS:

Hand Outs: A Checklist of Word Recognition Skills
Reading Theories and Approaches

Reference: Teaching Reading to Non English Speakers, Eleanor Thonis

Objective:

Students will be able to describe a tenable sequence for the presenting of consonant sounds. They will be able to justify the sequence in terms of consistency of letter-sound associations, similarities and differences in letter sounds (e.g., b, d, p) and similarities and differences in letter shapes (e.g., b, d, p,g,q).

Objective:

Students will construct a set of teaching materials designed to facilitate initial mastery and subsequent retention of consonant sounds.

Procedure(s):

The relationship between visual discrimination and the learning of phonics was discussed. The relationship between auditory discrimination and the learning of phonics was discussed. The lack of a consistent sound-symbol relationship in English was "discovered". Sample teaching materials were presented. These materials were three dimensional letter cards designed to foster visual and tactile contact with letter sounds. (E.g., the letter "h", constructed from actual hair, was one sample.) Phonic word wheels were constructed in subsequent lessons.

Student Participation:

Students provided appropriate key words for letters, and constructed appropriate teaching materials.

Presentation of the Literacy Volunteers Reading Workshop by Kathleen Vonderhaar.

OBJECTIVES:

1. Students should be able to give examples of how to use Phonics in teaching reading.

2. Students should be able to give examples of how to use Experience Story to teach reading.

3. Students should be able to give examples of how to use Sight Vocabulary to teach reading.

4. Students should be able to give the several steps used to teach with sight vocabulary, phonics, and experience story.

ACTIVITIES:

Write an experience story and teach it in a role playing situation. Use Phonics to teach a list of sight vocabulary.

MATERIALS:

Slide presentation from Literacy Volunteers.

OBJECTIVES:

1. Students should be able to take three of the methods of "Help Your Student to Help Himself" into a role playing situation where student and teacher are having a reading lesson.

2. Students should be able to give several examples of how the decoding skills can be used in the homebound situation as opposed to the classroom situation.

3. Students should be able to write some instructions that will help a person teach somebody to use pictures to help the person decode.

4. Students should be able to describe how you would teach somebody to decode using context.

5. Students should be able to choose the sight vocabulary that is most valuable for their students from the list of 220 sight words from Dolch.

ACTIVITIES:

Make letter cards for consonants using materials that will help students to remember the sound.
Use letter sound cards for tactile learning.

MATERIALS:

Hand Out: "Help Your Student to Help Himself", Arni Burron

Four Questions for Discussion:

1. Write some instructions that will help a person teach somebody to use pictures to help the person decode. (Based on tape they heard last week they ought to be able to do this.)

2. Collect some pictures that you could use with a reading student.

3. Describe how you would teach somebody to use context.

4. Make consonant letter cards that will help a person easily remember sounds. Tell which letters you wouldn't teach together. (Sample cards enclosed - discuss with class ways they can make up similar cards.)

## Help Your Student to Help Himself

1. Teach about three consonants.

2. Choose some pictures that begin with the consonants you've taught. These should be one picture, one word. (Like a margarine box with the word margarine underneath.)

3. Have the person say the word shown by the picture and tell you whether it's a long word or a short word. (He holds his hand under his chin and if a word is long, his chin moves more than once when he says it.)

4. Take an ad with lots of pictures in it. Have the person look for words that go with the pictures and start with the letters you've taught. He should draw a line from the word to the picture. He can guess if it's the right word by telling if it's a long word or a short word and if it starts with the right letter.

5. Leave the person some ads. Have him say the pictures and try to teach himself some sight words that start with the letters you've taught. (He can guess if he's right by telling if the word is "long" or "short".)

6. At the next meeting, ask him what words he's taught himself.

7. Repeat the procedure using new letters.

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## WILSON ESSENTIAL VOCABULARY

The Wilson Essential Vocabulary lists the English words and phrases most important for adult bilingual students to know.

ADULTS ONLY
ALL CARS (TRUCKS) STOP
ANTIDOTE
ASK ATTENDANT FOR KEY

BEWARE
BEWARE OF CROSS WINDS
BEWARE OF THE DOG
BRIDGE OUT
BUS ONLY
BUS STATION
BUS STOP

CAUTION
CLOSED
COMBUSTIBLE
CONDEMNED
CONSTRUCTION ZONE
CONTAMINATED
CURVE

DANGER
DANGEROUS CURVE
DEAD END
DEEP WATER
DEER (CATTLE) CROSSING
DENTIST
DETOUR
DIM LIGHTS
DIP
DOCTOR (DR.)
DO NOT BLOCK WALK
DO NOT CROSS, USE TUNNEL
DO NOT CROWD
DO NOT ENTER
DO NOT INHALE FUMES
DO NOT PUSH
DO NOT REFREEZE
DO NOT SHOVE
DO NOT STAND UP
DO NOT USE NEAR HEAT
DO NOT USE NEAR OPEN FLAME
DON'T WALK
DOWN
DRIFTING SAND
DRIVE SLOW
DYNAMITE

ELEVATOR
EMERGENCY EXIT
EMERGENCY VEHICLES ONLY
EMPLOYEES ONLY
END 45
END CONSTRUCTION
ENTRANCE
EXIT
EXIT ONLY
EXIT SPEED 30
EXPLOSIVES
EXTERNAL USE ONLY

FALLING ROCKS
FALLOUT SHELTER
FIRE ESCAPE
FIRE EXTINGUISHER
FIRST AID
FLAMMABLE
FOUND
FOUR WAY STOP
FRAGILE
FREEWAY

GARAGE
GASOLINE
GATE
GENTLEMEN
GO SLOW

HANDLE WITH CARE
HANDS OFF
HELP
HIGH VOLTAGE
HOSPITAL ZONE

IN
INFLAMMABLE
INFORMATION
INSPECTION STATION
INSTRUCTIONS

JUNCTION 101 A

KEEP AWAY
KEEP CLOSED AT ALL TIMES
KEEP OFF THE GRASS
KEEP OUT
KEEP TO THE LEFT
KEEP TO THE RIGHT

LADIES
LANE ENDS
LAST CHANCE FOR GAS
LEFT LANE MUST TURN LEFT
LEFT TURN O.K.
LEFT TURN ONLY
LEFT TURN ON THIS SIGNAL ONLY
LISTEN
LIVE WIRES
LOOK
LOOK OUT FOR CARS
LOOK OUT FOR TRUCKS
LOST

MECHANIC ON DUTY
MEN
MEN WORKING
MERGE LEFT (RIGHT)
MERGING TRAFFIC
MILITARY RESERVATION
M.P.H.

NEXT
NEXT WINDOW (GATE)
NO ADMITTANCE
NO CHECKS CASHED

NO CREDIT
NO DIVING
NO DOGS ALLOWED
NO DUMPING
NO FIRES
NO FISHING
NO HUNTING
NO LEFT TURN
NO LOITERING
NO MINORS
NO PARKING
NO PASSING
NO RIGHT TURN
NO RIGHT TURN ON RED LIGHT
NO SMOKING
NO SMOKING AREA
NO SPITTING
NO STANDING
NO STOPPING
NO SWIMMING
NO TOUCHING
NO TRESPASSING
NO TURNS
NO "U" TURN
NOT A THROUGH STREET
NOT FOR INTERNAL USE
NOXIOUS
NURSE

OFFICE
ONE WAY • DO NOT ENTER
ONE WAY STREET
OPEN
OUT
OUT OF ORDER

PAVEMENT ENDS HERE
PEDESTRIANS PROHIBITED
PEN XING
PLAYGROUND
POISON
POISONOUS
POLICE (STATION)
POSTED
POST NO BILLS
POST OFFICE
PRIVATE
PRIVATE PROPERTY
PRIVATE ROAD
PROCEED AT YOUR OWN RISK
PULL
PUSH
PUT ON CHAINS

RAILROAD CROSSING
RESTROOMS
RESUME SPEED
RIGHT LANE MUST TURN RIGHT
ROAD CLOSED
ROAD ENDS
R.R.

SAFETY FIRST
SCHOOL STOP
SCHOOL ZONE
SHALLOW WATER
SHELTER
SLIDE AREA
SLIPPERY WHEN WET
SLOW DOWN
SLOWER TRAFFIC KEEP RIGHT
SMOKING PROHIBITED
SPEED CHECKED BY RADAR
STEEP GRADE
STEP DOWN (UP)
STOP
STOP AHEAD
STOP WHEN OCCUPIED

TAXI STAND
TERMS CASH
THIN ICE
THIS END UP
THIS LANE MAY TURN LEFT
THIS ROAD PATROLLED BY AIRCRAFT
THIS SIDE UP
THREE WAY LIGHT

USE THIS SPACE TO ADD YOUR OWN WORDS

## ALPHABETICAL LIST OF A BASIC SIGHT VOCABULARY - F. W. DOLCH

a
about
after
again
all
always
am
an
and
any
are
around
as
ask
at
ate
away

be
because
been
before
best
better
big
black
blue
both
bring
brown
but
buy

call
came
can
carry
clean
cold
come
could
cut

did
do
does
done
don't
down
draw
drink

eat
eight
every

fall
fast
far
find
first
five
fly
for
found
four
from
full
funny

gave
get
give
go
goes
going
good
green
grow
got

had
has
have
he
help
her
here
him
his
hold
hot
how
hurt

I
if
in
into
is
it
its

jump
just

keep
kind
know

laugh
let
light
like
little
live
long
look

make
many
may
me
much
must
my
myself

never
new
no
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now

of
off
old
on
once
one
only
open
or
our
out
over
own

pick
play
please
pretty
pull
put

ran
read
red
ride
right
round
run

said
saw
say
see
seven
shall
she
show
sing
sit
six
sleep
small
so
some
soon
start
stop

take
tell
ten
thank
that
the
their
then
them
there
these
they
think
this
those
three
to
today
together
too
try
two

under
up
upon
us
use

very

walk
want
warm
was
wash
we
well
went
were
what
where
which
white
who
why
will
wish
with
work
would
write

yellow
yes
you
your

Objective:

Students will be able to describe a series of questions to ask a pupil who is unable to decode a printed word which is a part of his listening and speaking vocabulary, and which is present in a printed context.

Procedure(s):

The objective below was provided to the students: "You will be able to describe a procedure to follow to help a pupil figure out a word he is 'stuck' on."

The following questions were suggested and recommended as a teaching strategy. Students were encouraged to teach their pupils to ask these questions when confronted with an unfamiliar word in context.

1. What word would make sense?
2. What word would make sense which begins with the sound of this letter?
3. What word would make sense which ends with the sound of this letter?
4. Look at the middle consonant(s).
5. Does the word have an ending or beginning that you know? What is the root part of the word?
6. Does the word look like any word you know? Change the beginning (middle, ending) letter.

Illustrations of how these questions would help in decoding were provided. For example, question one would help in decoding the underlined word in the sentence below:

The dentist filled a cavity in one of my front teeth.

Question two would be applicable when more than one word would make sense, as in the sentence below:

A bullet came out of the r_____.

Illustrations in the form of additional sentences were provided for each of the remaining questions.

Student Participation:

Students provided the appropriate questions above as the instructor dramatized various decoding problems.

C. Comprehension

I. Testing*

OBJECTIVES:

1. Students should be able to define 3 levels of evaluation on the Informal Reading Inventory. (Independent reading level
   Instructional reading level
   Frustration level)

2. Students should be able to note errors on a reading sample by placing one of the 5 symbols for scoring the inventory.

3. Students should be able to allow for 3 principles in giving the IRI to their home bound students.

4. Students should be able to give the difference between informal testing and formal testing.

ACTIVITIES:

Role play a situation where one tutor is working with one student with the IRI. See how many errors the student makes... How do we indicate these errors?

MATERIALS:

Advanced Informal Reading Inventory, Michael O'Donnell, University of Maine

Informal Reading Testing by Robert McCracken

*See "Informal Reading Inventory" in Course Outline I.

(Note: Informal Reading Inventory in Spanish [IRIS] is available in resource area.)

II. Readability

Objective:

Students will be able to describe the term "readability" and assess the readability level of instructional materials through the use of the Fry Readability Formula.

Procedure(s):

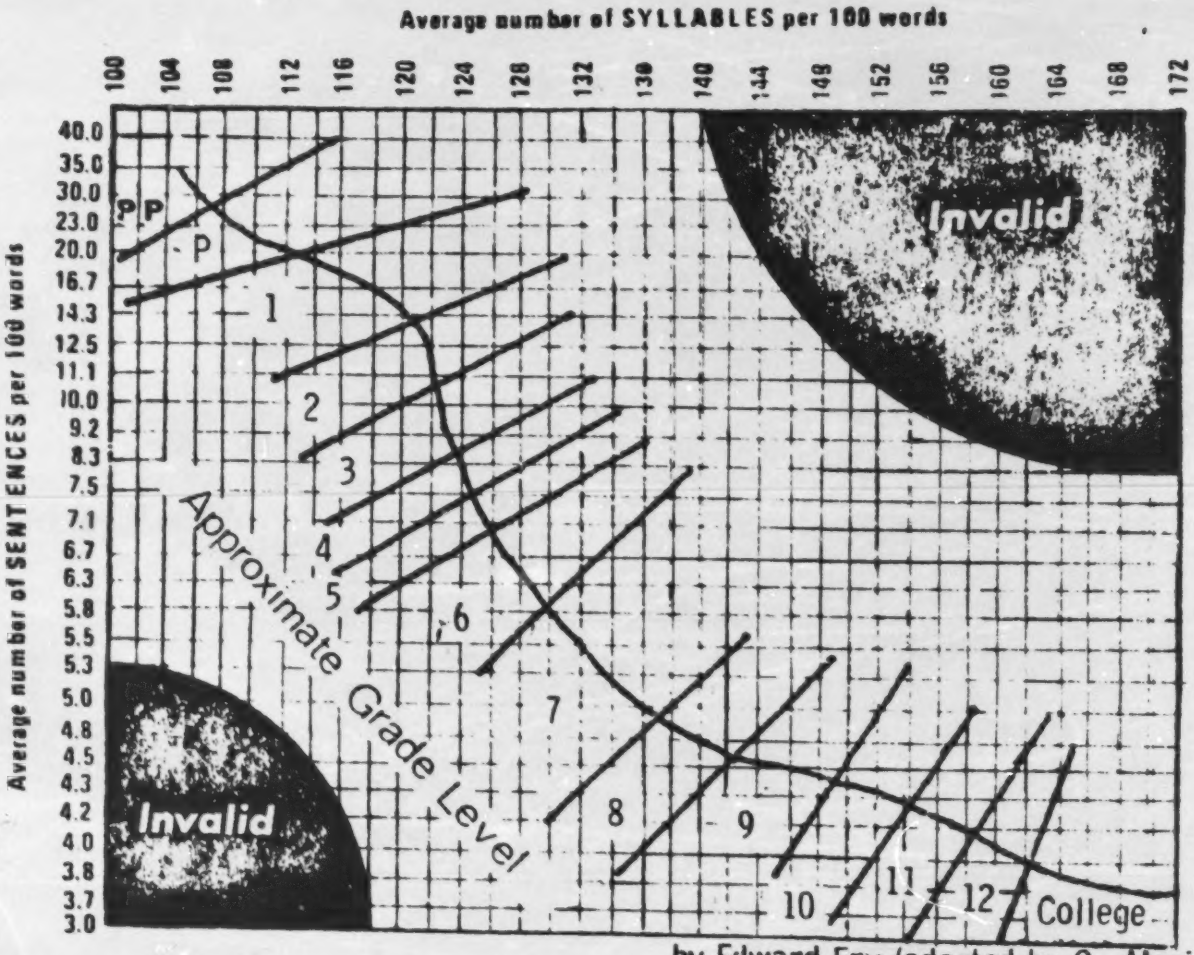
Explanations and illustrations by the instructor were followed by student practice in assessing readability. Since survival materials were recommended as appropriate instructional aids, the local newspaper was analyzed for potentially appropriate low readability/high interest materials. "Fillers", "wire service originated stores", classifieds, and community news selections were identified and included in the analysis.

Student Participation:

Students analyzed the content and assessed the readability levels of selected materials, and presented their findings for peer evaluation and discussion.

# FRY'S READABILITY GRAPH

## Extended Thru Pre-Primer Level




by Edward Fry (adapted by G. Maginnis)

Directions: Randomly select 3 one hundred word passages from a book or an article. Plot average number of syllables and average number of sentences per hundred words on graph to determine area of readability level. Choose more passages per book if great variability is observed. Skip all proper nouns.

OBJECTIVES:

1. Students should be able to use the series of low level readers from "Conversations" in a role playing situation to test the reader level and to give specific student problems.

2. Students should have a set of complete readers for use in the tutoring situation.

3. Students should bind their set of "Conversations".

4. Students should be able to give three purposes of the reading material in terms of teaching their student.

MATERIALS:

"Conversations" by Fran Thompson

ACTIVITIES:

Practice using the IRI correction methods with the set of readers. Bind the set so that it will become a part of the Paraprofessional kit for tutoring.

Objective:

Students will be able to efficiently and accurately use commercially-prepared instructional materials in reading, for teaching skill lessons to their pupils. They will be able to:

1. Locate a selection in a pupil text which meets the developmental and interest level of their pupils;

2. Locate the accompanying pages in the teacher's manual;

3. Locate the skills practice exercises in the teacher's manual or in accompanying skilltexts;

4. Describe the relationship between the materials identified above;

5. Participate in a model lesson;

6. Evaluate their peers in the conducting of a model lesson.

Procedure(s):

Following an explanation and modeling by the instructor, students pursued, in order, the objectives above.

Student Participation:

Implied in items 1-6, above.